

REFORMED THEOLOGICAL SEMINARY – WASHINGTON, D. C.

**COURSE SYLLABUS**  
Judges-Esther OT510

Spring Semester, 2012  
Thursdays 2:00-4:00  
Feb 2-May 3  
No class on April 5 (Easter break)

INSTRUCTOR: William Fullilove  
Ph.D. Candidate: Department of Semitic and Egyptian Languages and Literatures  
The Catholic University of America

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**COURSE DESCRIPTION:** A Biblical-theological study and analysis of the message and times of the Biblical books from Judges-Esther, emphasizing major themes found within this portion of the Holy Scriptures with a goal of how to understand, exegete, preach, and teach this portion of the Scriptures.

**COURSE OBJECTIVES:**

Comprehension:

1. To increase your knowledge of the English Bible of the books Judges-Esther.
2. To increase your understanding of the message(s) of the books Judges-Esther, both separately and together.
3. To increase your knowledge of the development of redemptive history through the periods covered in these books.
4. To introduce the basic trends in scholarly research regarding these books.

Competence:

1. To sharpen your ability to interpret the books Judges-Esther in their historical, theological, and literary contexts.
2. To sharpen your ability to teach and preach the books Judges-Esther in the context of the local church.
3. To prepare those called to pastoral ministry for licensure and ordination exams at their local church assemblies and examination boards.

Character:

1. To sharpen your application of the themes of the books Judges-Esther in your personal spiritual life.
2. To be a person of growing faith, hope, and love based on the work of God as revealed in these books.

## REQUIRED READINGS/LISTENING.

- Biblical books of Judges-Esther in an English translation of the student's choice.
- Biblical books of Deuteronomy and Joshua in an English translation of the student's choice.
- Iain W. Provan, V. Phillips Long, and Tremper Longman. *A Biblical History of Israel*. Westminster John Knox Press, 2003.
- K.A. Kitchen. *On the Reliability of the Old Testament*. Eerdmans, 2006. Pgs. 1-239, 449-500.
- A. Hurvitz. "Can Biblical Texts be Dated Linguistically? Chronological Perspectives in the Historical Study of Biblical Hebrew." Pgs. 143-160 in *Congress Volume, Oslo, 1998*. Ed. A. Lemaire and M. Saebo. Supplement to *Vetus Testamentum* 80. Leiden: Brill, 2000. (Note: This reading will be provided to students in .pdf format.)
- W. Fullilove. "Taking God Seriously" A Sermon Given at McLean Presbyterian Church, Oct. 24, 2010. (Note: This sermon will be provided to students in .mp3 format.)

## REQUIREMENTS:

*Attendance:* Students are required to attend class lectures and discussions. If you know you cannot make it to a class session, notify the instructor in advance. Missing a significant number of classes (defined at the instructor's discretion!) will impact a student's grade in the class.

*Reading:* Students are required to complete all readings according to the course schedule below.

*Quizzes:* At the **beginning** of class each week, students will be quizzed covering the reading of the Biblical books as indicated on the course schedule. (Students should not expect to arrive late and be able to take the quiz.) The lowest quiz grade will be dropped. To provide students with a sense of the level of difficulty of these quizzes, the first quiz (on the book of Deuteronomy) will be ungraded.

*Critical Review:* Students will write a critical review of the historiographical methodology proposed in *A Biblical History of Israel* pages 1-104. Paper should be approximately 8 pages, double-spaced. For instructions on writing a critical review, see the appendix to this syllabus.

*Sermon/Teaching Preparation:* Starting in the fourth week of the class, students will prepare – using the methodology taught in weeks 1-3 – an annotated sermon/teaching outline on a passage assigned for the following week. Students must come to class ready to present their outline, explain how they arrived at its contents, and interact with ideas from other students and the instructor. The first hour of class will be spent discussing the relevant passage, including both exegetical and homiletic considerations.

Students will **hand in** a hard copy of this outline each week to the instructor at the end of class to be graded. These outlines should be typed. (It is suggested, therefore, that students bring two copies of their outline to class – one for note taking and one to be handed in.) More details on expectations for these outlines will be given during the first three weeks of

the class. To be certain students know what is expected in these outlines, the first (on Joshua) will be handed in and critiqued, but not graded.

Note: Students who are interested in doing **additional graduate study** beyond their RTS degree **MUST** contact the instructor in advance, as these requirements may be adjusted to better prepare the student for his or her future course of study.

**TOTAL GRADE:** The final grade for the course will be the total of each of the required assignments listed above.

Quizzes (25%)

Critical Review (25%)

Sermon/Teaching Outlines (50%)

Grades will be assigned according to the RTS grading system. The instructor reserves the right to adjust grades based on each student's attendance at class and participation in classroom discussion.

Late papers without **advance** excuse from the instructor will be penalized 1/3 of a letter grade per 24 hours late. Advance excuse will only be given in exceptional cases.

#### **COURSE SCHEDULE:**

The majority of this class will focus on an exegetical study of the books Judges-Esther. Particularly important topics in academic or pastoral study of these books will also be covered.

NOTE: Course schedule is ALWAYS subject to revision based on the needs of the class.

#### **February 2**

- **Lecture Topics: Syllabus, Hermeneutics and OT Narrative, External and Internal Analysis**

#### **February 9**

- **Bible Reading and Quiz: Deuteronomy (ungraded quiz)**
- **Other Reading: Provan, Long, and Longman, ch. 7 (p.138-192)**
- **Lecture Topics: Kingdom of God, Covenant and Canon**

#### **February 16**

- **Bible Reading and Quiz: Joshua**
- **Other Reading: Provan, Long, and Longman, ch. 8 (p.193-239)**
- **Listening: "Taking God Seriously" (Sermon)**
- **Lecture Topics: Internal Analysis, The Big Picture**

#### **February 23**

- **Sermon/Teaching Outline Due: Joshua 6:1-27 (ungraded assignment)**
- **Bible Reading and Quiz: Ruth**
- **Other Reading: Provan, Long, and Longman, ch. 9-11 (p.239-304)**
- **Lecture Topic: Ruth**

### **March 1**

- **Sermon/Teaching Outline Due: Ruth 3:1-18**
- **Other Reading: Kitchen ch. 1 (p.1-5), ch. 5 (p.159-240)**
- **Bible Reading and Quiz: Judges**
- **Lecture Topic: Judges**

### **March 8**

- **Sermon/Teaching Outline Due: Judges 4:1-24**
- **Assignment Due: Critical Review of Provan, Long, and Longman**
- **Bible Reading and Quiz: None**
- **Other Reading: Provan, Long, and Longman, ch. 1-5 (p.1-104)**
- **Lecture Topic: History of Israel/Historiography in the Ancient Near East**

### **March 15**

- **Sermon/Teaching Outline Due: Judges 11:29-40**
- **Bible Reading and Quiz: 1-2 Samuel**
- **Other Reading: Kitchen, ch. 4 (p.81-158)**
- **Lecture Topic: 1 & 2 Samuel**

### **March 22**

- **Sermon/Teaching Outline Due: 1 Samuel 17:1-58**
- **Bible Reading and Quiz: 1 & 2 Kings**
- **Other Reading: Kitchen, ch. 2 (p.7-64)**
- **Lecture Topic: 1 & 2 Kings**

### **March 29**

- **Sermon/Teaching Outline Due: 1 Kings 11:1-13**
- **Bible Reading and Quiz: None**
- **Other Reading: Hurvitz, Kitchen ch. 10 (p.449-500)**
- **Lecture Topic: Compositional History Issues**

### **April 5 – NO CLASS – Easter Break**

### **April 12**

- **Sermon/Teaching Outline Due: 2 Kings 19:1-19**
- **Bible Reading and Quiz: 1 & 2 Chronicles**
- **Other Reading: Kitchen, ch. 3 (p.65-79)**
- **Lecture Topic: 1 & 2 Chronicles**

### **April 19**

- **Sermon/Teaching Outline Due: 2 Chronicles 30:1-27**
- **Bible Reading and Quiz: Ezra/Nehemiah**
- **Lecture Topic: Ezra/Nehemiah**

### **April 26**

- **Sermon/Teaching Outline Due: Nehemiah 5:1-19**
- **Bible Reading and Quiz: Esther**
- **Lecture Topic: Esther**

**May 3**

- **Sermon/Teaching Outline Due: Esther 4:1-17**
- **Bible Reading and Quiz: None**
- **Lecture Topic: Conclusion/Final Considerations**

**OFFICE HOURS:**

By appointment (contact the instructor to setup a time and place). I am usually available before or after class, but can also meet at other times. I enjoy sharing thoughts with students, so do not hesitate to contact me. The contact information given above is for your use, and you should feel free to contact me as much as you wish. I will respond as promptly as possible.



**Course Objectives Related to MDiv Student Learning Outcomes  
With Mini-Justification**

Course: 6OT510 Judges-Esther  
 Professor: William B. Fullilove  
 Campus: Washington  
 Date: Spring 2012

<b><u>MDiv Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
		> Strong > Moderate > Minimal > None	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Outlines, critical paper, class discussion.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Exegetical methodology, outlines of texts, sermon application.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Biblical-theological emphases of this portion of the biblical canon, theological evaluation as appropriate.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Close study of the Word of God sanctifies.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Moderate	OT redemptive-historical worldview is expounded.

<b>Winsomely Reformed/ Evangelistic</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	Discussion and evaluation of historiography, emphasizing common grace insights, along with Biblical presuppositions.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Numerous sermon/teaching outlines.
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Minimal	Discussion as applicable.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Discussion as applicable.

## Appendix: Instructions on Writing a Critical Review\*

The **FIRST** part of your critical book review is a *statement of the contents*. Here you want to indicate both subject and theme. The subject can be loosely defined as what the author is talking about, and the theme loosely defined as what the author says about the subject. What you are interested in doing here is informing your reader of what he or she will find when picking up the book. Put another way, this section includes both a statement of the factual content of the book and a discussion of the author's bias. Here you are simply giving the facts: the contents of the book and the author's point of view. Your own opinions are irrelevant. Your end is simply to inform the reader objectively.

The **SECOND** part of your review is a critical evaluation of the book's strengths. Here it is your opinions that matter and your reaction to the book. What did you like about the book? Which sections were especially strong? Why? Which themes or topics were addressed well? How did the author make his or her case? Was it convincing? What was especially valuable about the treatment?

The **THIRD** section of your review is a critical evaluation of the book's weaknesses. Were there any sections that were particularly unsatisfactory? Did you find contradictions in what the author said in different parts? Does the work conflict with some other work that you have read?

In a word, in the last two sections you give your reactions to the book. The first part of the book review is somewhat mechanical. The second and third parts are for your evaluation. Obviously, it is not enough simply to say, "I like the book; I didn't like the book." Statements must be concrete and backed up with citations and arguments. Approximately one-third of your paper should be devoted to each section.

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\* Adapted from Dr. Bruce Waltke.